**SYLLABUS**

**Spring semester 2023-2024 academic year**

**Educational program “6B02311 Translation in the sphere of international and legal relation”**

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| **ID**  **and name**  **of course** | **Independent work**  **of the student**  **(IWS)** | | **Number of credits** | | | **General**  **number**  **of credits** | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWST)** |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
| 100994 Theory and practice of written and oral translation | 4 | | 3 | 6 | - | 9 | 6 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| Offline | Basic course of university component | Demonstrative;  Questions driving lecture;  Discussion driving lecture; | | discussion,  problem-solving | | Offline (oral) | |
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| **ACADEMIC COURSE PRESENTATION** | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \*** | | | | | **Indicators of LO achievement (ID)** | |
| to ensure development of professional translation competencies with the ability to perform translation and interpretation from a foreign language into target language. Subject area: translator and interpreter rights and duties; course terminology, most common phraseological units, conditional abbreviations; etiquette formulas, their functional differences; translation features of grammatical forms. | 1. To define the types and main stages of translation and interpretation process. | | | | | 1.1 characterizes types of written translation and interpretation. | |
| 1.2. describes the process, structure and stages of translation; | |
| 2. To perform pre-translation text analysis based on stylistic features of the text or message | | | | | 2.1 identifies the main procedure of pre-text analysis. | |
| 2.2 applies properly pre-text analysis in practice of translation and interpretation. | |
| 3. To be able to use properly different sources of information needed in translation and interpretation. | | | | | 3.1 describes the main information sources used in translation and interpretation. | |
| 3.2 able to use contemporary sources of information in translation and interpretation.; | |
| 4.To apply different methods and techniques of translation and interpretation within the frame of contemporary theory of translation studies. | | | | | 4.1 systemizes contemporary strategies and techniques of written translation and interpretation; | |
| 4.2 applies translation strategies and techniques depending on the type of written and oral text; | |
| 5. To be able to translate and interpret text related to different genres | | | | | 5.1 able to analyze and translate texts related to different genres | |
| 5.2 justifies their choice of translation strategy and technique. | |
| **Prerequisites** | Fundamentals of theory and practice of translation and interpretation (first foreign language) | | | | | | |
| **Postrequisites** | Practice of Consecutive Interpreting | | | | | | |
| **Learning Resources** | **Main and additional literature:**   1. Glushko E.V. Translation studies. Textbook for university students/ E.V. Glushko. – M.: Publishing house "Aspect Press", 2022. – 150 p. 2. Boikova N.A. Theory of translation. – M.: Yurayt, 2018, 123 p. 3. Musaeva Z.H., Kosenko E.I. Textbook on the discipline "Theory of translation" for "Linguistics" subject area. – DGUNH, 2017. 4. Retsker Ya.I. Theory of translation and translation practice. Auditoria, 2016, 244 p. 5. Komissarov V.N. Translation theory. "Alliance", 2013. 6. Jeremy Munday. Introducing Translation Studies. Routledge. 2012. 7. Shuverova T.D. Reading, Translation and Style: linguistic and pre-translation analysis of the text: Textbook. – M.: Prometheus, 2012. – 146 p. 8. Galperin I.R. Stylistics of English language. М.: Librokom, 2014. - 336 p. 9. Karipbayeva G.A., Makisheva M.K. English for Students of International Relations: educational manual, 100 p., 2020. <https://read.kz/book/show/3213.pdf> 10. Alekseeva I.S.. Professional training of translator. Manual on written and oral translation. Sant-P., 2005 11. Chuzhakin A., Kluev A. Introduction to conference interpreting. M.2007; 12. Usachova a., Khairova S., Seropegina T. Translation. Volgograd, 2005   **Research laboratories:**   1. Multimedia language classroom 322 2. Center for cross-cultural communication and research 302   **Professional scientific databases:**   1. Scientific database https://www.scopus.com 2. Science Direct scientific database https://id.elsevier.com/ 3. Research and teaching platform JSTOR https://www.jstor.org / 4. Scientific electronic library eLibrary https://elibrary.ru 5. Scientific online library WILEY <https://onlinelibrary.wiley.com/> 6. Scientific electronic library "CyberLeninka" <https://cyberleninka.ru/>   **Internet resources:**   1. English-Russian Online Dictionary: [www.multitran.com/](http://www.multitran.com/) 2. English-Russian Online Dictionary: <https://www.lingvolive.com/en-us> 3. Collocation Online Dictionary: <http://www.ozdic.com> 4. Oxford Comprehensive Online Dictionary: <https://www.oxfordlearnersdictionaries.com/> 5. Cambridge Comprehensive Online Dictionary: <https://dictionary.cambridge.org> 6. Online course “Working with Translation” by Cardiff University https://www.futurelearn.com/courses/working-with-translation/8/todo/132923 7. Main types of translation transformations https://cyberleninka.ru/article/n/osnovnye-vidy-perevodcheskih-transformatsiy 8. On difficulties of translating English words-realities into Russian<https://www.alba-translating.ru/ru/tag/2022-02-23-19-14-36.html>   <http://www.trworkshop.net/>   1. <http://www.trworkshop.net/> 2. <http://elibrary.kaznu.kz/ru> | | | | | | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  Documents are available on the main page of IS Univer .  **Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.  **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.  **Аcademic honesty.** Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.  Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".  Documents are available on the main page of IS Univer.  **Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.  All students, especially those with disabilities, can receive counseling assistance by e- mail [a.alipbayeva@gmail.com](mailto:a.alipbayeva@gmail.com) or via video link in MS Teams Meeting ID: 471 903 392 468, Passcode: hpkDfr*.*  **Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.  **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. | | | | |
| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** | | | | | | |
| **Score-rating letter system of assessment of accounting for educational achievements** | | | | | **Assessment Methods** | |
| **Grade** | **Digital**  **equivalent**  **points** | | **points,**  **% content** | **Assessment according to the traditional system** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.  **Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.  **Summative assessment** -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course.Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated. | |
| A | 4.0 | | 95-100 | Great |
| A- | 3.67 | | 90-94 |
| B+ | 3.33 | | 85-89 | Fine |
| B | 3.0 | | 80-84 | **Formative and summative assessment** | **Points % content** |
| B- | 2.67 | | 75-79 | Activity at lectures | 5 |
| C+ | 2.33 | | 70-74 | Work in practical classes | 25 |
| C | 2.0 | | 65-69 | Satisfactorily | Independent work | 20 |
| C- | 1.67 | | 60-64 | Design and creative activity | 10 |
| D+ | 1.33 | | 55-59 | Final control (exam) | 40 |
| D | 1.0 | | 50-54 | TOTAL | 100 |
| FX | 0,5 | | 25-49 | Unsatisfactory |
| F | 0 | | 0-24 |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** | | | | | | |

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| **A week** | **Topic name** | **Number of hours** | **Max.**  **ball** |
| **MODULE 1 Introduction to pre-translation text analysis** | | | |
| **1** | **Lecture 1** Introduction to discipline: What is translation and what is interpretation? Classification, definitions. | 2 | 2 |
| **Seminar 1** Characteristics oftranslation and interpretation. | 4 | 8 |
| **2** | **Lecture 2** Translation as a product and process. Structure and stages of translation. | 2 | 2 |
| **Seminar 2** Characteristics of all stages in translation and interpretation process. | 4 | 8 |
| **IWST 1** Consultation on the implementation of IWS 1 | 1 |  |
| **3** | **Lecture 3** Sources of information used in translation and interpretation. | 2 | 2 |
| **Seminar 3** Characteristics and ways of using of information sources in translation. | 4 | 8 |
| **4** | **Lecture 4** Pre translation analysis of the text. | 2 | 2 |
| **Seminar 4** Difficulties of pre-translation analysis**.** | 4 | 8 |
| **4** | **IWS 1. Group presentation on information sources (hard and soft program)** | 24 | 13 |
| **5** | **Lecture 5** Full written translation of the text. | 2 | 2 |
| **Seminar 5** Full written translation practice. | 4 | 8 |
| **Lecture 6** Abstract and annotated written translation | 2 | 2 |
| **6** | **Seminar 6** Practice of abstract and annotated written translation |  |  |
| **6** | **IWST 2.** Consultation on problematic issues | 1 |  |
| **MODULE 2 Functional styles and pre-translation text analysis** | | | |
| **7** | **Lecture 7** Translation of texts of different genres: scientific, technical, business, advertisement and others. | 2 | 2 |
| **Seminar 7**Translation practice of texts related to different genres. | 4 | 8 |
| **IWST 3.** Consultations on the implementation of IWS 2 | 1 |  |
| **8** | **Lecture 8** Translation issues of formal letters, international documents | 2 | 2 |
| **Seminar 8** Practice of translation and analysis of international documents, agreements, memorandums. | 4 | 8 |
| **IWS 2. Pair Presentation: Peculiarities of translation of international documents, agreements, memorandums.** | 25 | 13 |
| **Midterm control 1** | | | **100** |
|  | **IWST 4.** Consultations on the implementation of IWS 3 | 1 |  |
| **9** | **Lecture 9** Strategies and Techniques of translation and interpretation | 2 | 2 |
| **Seminar 9** Special techniques of translation and interpretation | 4 | 8 |
| **IWS 3 Project. Pre-translation analysis of text related to one functional style and its translation or interpretation.** | 24 | 12 |
| **10** | **Lecture 10** Memory in Interpretation: ways of development of memory | 2 | 2 |
| **Seminar 10** Lexical issues in Interpretation: words, numbers, toponyms, proper names, realia | 4 | 8 |
| **MODULE 3 Professional discourse and pre-translation analysis** | | | |
| **11** | **Lecture 11** Translation of phraseological units and figurative cliché | 2 | 2 |
| **Seminar 11** Handling phraseological units: idioms, sayings, proverbs, multi-part verbs in interpretation | 4 | 8 |
| IWST 4. Colloquium: week 1-10 | 2 |  |
| **12** | **Lecture 12:** Special techniques used in Interpretation: compression, generalization, concretization and antonymic translation. compensation, explication and antonymic translation | 2 | 2 |
| **Seminar 12** Practice of using complex transformations | 4 | 8 |
| **13** | **Lecture 13** Sight Translation: characteristics and requirements | 2 | 2 |
| **Seminar 13** Practice of sight translation of international documents | 4 | 8 |
| **14** | **Lecture 14**: Specifics of interpretation genres: informative message, interview, negotiation, discussion and public speech. | 2 | 2 |
| **Seminar 14** Practice of interpretation of negotiation, public speech. | 4 | 8 |
| **IWS 4. Report: Lexical issues in interpretation practice.** | 25 | 12 |
| **15** | **Lecture 15** Conclusion of the course. Theoretical review. | 2 | 2 |
| **Seminar 15** Review practice. Midterm control | 4 | 10 |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean of International Relations Faculty Zhekenov D.K.**

**Head of Diplomatic Translation Department Seidikenova A.S.**

**Lecturer Kassymova G.M.**

**Assistant Otepova A.M.**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**  OF **IWST TASK**

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| --- | --- | --- | --- | --- |
| **Criterion** | **"Excellent"**  20-25% | **"Good"**  15-20% | **"Satisfactory"**  10-15% | **"Unsatisfactory"**  0-10% |
| Reading | Speech is easy to understand: there are no unnecessary pauses; phrasal stress and intonation contours, pronunciation of words. | Speech is perceived quite easily, but there are unnecessary pauses; phrasal stress and intonation contours, with virtually no violations of the norm; several phonetic errors are allowed, including 1-2 errors that distort the meaning | Speech is perceived quite easily, but there are unnecessary pauses; there are errors in phrasal stress and intonation contours; 5-7 phonetic errors are allowed, including errors that distort the meaning | Speech is not perceived due to unreasonable pauses; incorrect phrasal stresses and distorted intonation contours, a large number of phonetic errors were made |
| Speaking | Lexical and grammatical formatting of speech, deep understanding of the text. the task is completed in full: the goal of communication is achieved; the topic is covered in full (all aspects specified in the assignment are fully, accurately and fully disclosed). | The statement is logical and complete; There are introductory and concluding phrases that correspond to the topic. Logical communication tools are used correctly. | The statement is basically logical and has a fairly complete character, BUT there is no introductory or concluding phrase, there are one or two violations in the use of logical communication means | Lack of lexical material, speech is not perceived due to unreasonable pauses; incorrect phrasal stresses and distorted intonation contours |
| Translation | Equivalent translation: content identity of the target text, full lexical correspondence of the text, equivalent translation using basic grammatical structures characteristic of the corresponding language, compliance with stylistic norms for the entire text. | Translation errors do not violate the general meaning of the original, lack of lexical correspondence for 10-20% of the text, errors in the translation of basic grammatical structures characteristic of the corresponding language, compliance with stylistic norms for 80-90% of the text . | Inaccuracy in conveying the meaning: errors lead to an inaccurate transmission of the meaning of the original, but do not distort it completely, lack of lexical correspondence for 30-40% of the text, lack of grammatical correspondence for 30-40% of the text, compliance with stylistic norms for 60-70% of the text | Inequivalent conveying of meaning: errors represent a gross distortion of the meaning of the original content, lack of lexical correspondence for 70-100% of the text, lack of grammatical correspondence for 70-100% of the text, compliance with stylistic norms for less than 30% of the text. |
| Writing | The writing demonstrates clarity, conciseness and correctness. Strictly follows the APA style. | The letter demonstrates clarity, conciseness and correctness. Basically follows the APA style. | The letter has some key errors and clarity needs to be improved. There are mistakes in following the APA style. | The writing is unclear, it is difficult to follow the content. Lots of mistakes in following the APA style. |